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THESIS

THE TEACHING OF ENGLISH IN FRENCH-CANADA

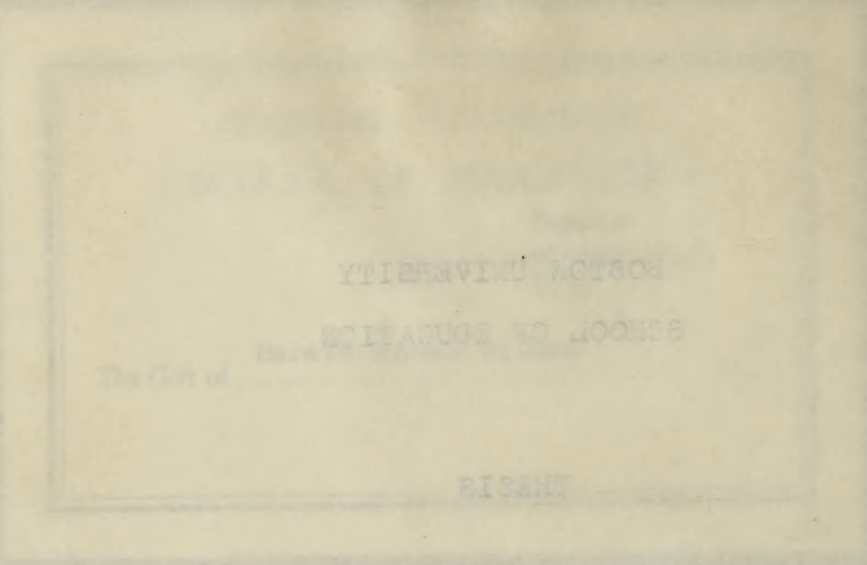
submitted by

Harold Thomas Wilson
(B. S. in Ed., Boston University, 1930)

In partial fulfillment of requirements for the
degree of Master of Education

1935

First reader - John J. Mahoney, Professor of Education
Second reader - Everett L. Getchell, Professor of English
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BOSTON UNIVERSITY

SCHOOL OF EDUCATION

DEPT. OF

THESIS

RESEARCH OF A GRADUATE STUDENT

Submitted by

LESLIE THOMAS WILSON
1971, Boston University, MA

In partial fulfillment of requirements for the

degree of Master of Education

1971

Special reader - Evelyn A. ...
Professor of Education - John J. ...

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PART I - Historical Influence of French on
the English Language.

A. Normans.

The year 1066 marks an important date in the history of the English language because at this time occurred what is known as the Norman Conquest. For some time prior to the tenth century, a large number of Scandinavian sea-faring warriors had been engaged in plundering the peoples who lived on the shores of the North Sea. Early in the first part of the tenth century, a certain tribe, led by one Rollo, was granted permission to establish a settlement in the northern part of France near the mouth of the Seine River. These immigrants came to be called Normans and their country Normandy.

During an existence of about one hundred and fifty years in this new land, naturally the Normans intermarried with the natives and gradually adopted the French language and customs. This assimilated race founded their seat of government at Rouen and this city became one of the most enlightened centres of learning in Europe. Especially did the Normans surpass other countries in the building of magnificent churches and castles. With their accomplishments and their rapid multiplication in population, they soon began to exercise a strong influence on the Continent, and, of course, this influence extended to England.

B. Norman Conquest.

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B. Norman Conquest.

About the middle of the eleventh century, the ruler

of Normandy was a duke, called William, cousin of Edward, the king of England. William expected to succeed Edward, but upon the latter's death, the crown passed to Harold, a Saxon nobleman. Bitterly disappointed, William invaded England and succeeded in establishing himself as the king of England after defeating the English in the famous battle of Hastings 1066.(1)

C. Influence of the Norman Conquest.

With a Norman king on the throne of England, quite naturally a profound influence was made upon the native language. "French, however, was not a serious rival of English for supremacy in the island. It was the speech of a class, not of the nation, and its use gradually died out, except as an accomplishment.....It is not true - though often asserted - that the multitude of French words which our language contains were derived from the Norman dialect. Comparatively few of them came into English until after 1300.....Since 1300 we have borrowed freely - not from Norman, however, but from Central French, which had become the standard to which the English descendants of the Normans endeavored to conform. The effect of the Conquest, then, was not to fill English with Norman terms. It was rather to bring English into close social and literary relations with France, and thus to facilitate the adoption of words and constructions for Central French." (2)

(1) Francis K. Ball -- Constructive English -- Ginn & Co.,
Boston, 1923; pp. 399-400

(2) Kittredge and Farley -- Advanced English Grammar --
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D. French Borrowings.

Since French was the language of the ruling class in England after the Conquest, it is not surprising that the strongest influence in the English vocabulary was felt in those words relating to government, church, food chivalry, dignity, honor, and the chase. Among a multitude of such words are the following:

| | |
|-----------|--------|
| sovereign | homage |
| sceptre | prince |
| throne | castle |
| realm | master |
| royalty | domain |

A remarkable exception is the word KING.

Richard C. Trench in his book "Study of Words," seeks to justify the retention of this English term on the grounds that "the chieftain of this ruling race came in not upon a new title, not as overthrowing a former dynasty, but claiming to be the rightful line of its succession; that the true continuity of the nation had not, in fact any more than in word, been entirely broken, but survived, in due time to assert itself anew." (1)

So it is apparent that ever since the Conquest French has exerted a powerful influence on English. Particularly was this true in the eighteenth century, as practically all words in English which retain the French spelling and

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and pronunciation date from that time or later, and French is still contributing to our language.

A. A Frenchman's Love of His Own Tongue.

The real French-Canadian has great respect for his maternal language. To know it well is, to him, a way of talking, proof of his loyalty and civilization. He also has the desire to acquire a knowledge of English, but not the wish. His great fear is to become anglicized. Learn French thoroughly first; then, if you have spare time, you may use it profitably in studying English, for you will find it a very practical language, useful in business and in traveling. But save your French!

In Ottawa, French and English have the same rights. The French-Canadian consider this the finest heritage of their ancestors. Today they can hear a French voice spoken in Parliament, and in the various Federal publications they have the pleasure of reading the words they love. They also feel that French is gaining in popularity every day, for now, they can see French on their stamps, on their postal envelopes, and on other documents where formerly only English appeared. Soon, they hope, Canadian money will become bilingual.

B. French Mentality.

In the French people there is only one language that is supreme in the world, and that is French. Their obvious sincerity about this point is such in their favor. They honestly feel also that the French mind is more keen and intellectually alert than the English mind, though perhaps less

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thing, particularly concerning certain constructions which are peculiar to the English language, but which a native English speaking person will use day after day without giving the slightest attention to. Of course, many such peculiarities in our language cannot be justified on the grounds of grammar because they are idioms. Nevertheless, there are many expressions which the Englishman uses day by day that can be justified by means of citing a grammatical rule, but which he himself never thinks of. It is about these that the Frenchman insists upon an explanation. And he has the right to receive a satisfactory explanation because the insistence upon such knowledge is a part of the French mentality. And this in spite of the fact that from the point of view of the English, these subtleties are useless for those who are born knowing all about them, and useless for the rest of mankind who can never learn them. Let us not try to Anglicize a Frenchman on his native hearth. It is very undiplomatic. And above all, never attempt to rob him of his individuality.

Furthermore, it is a part of the Frenchman's mentality to speak of his accomplishments and abilities very freely, and even to the extent that English people may consider such action as bragging. But the French have little patience with this deep, inborn prejudice of Anglo-Saxons -- distrust toward a person who blows his own horn. They feel, too, that the Englishman is too sensitive to ridicule and embarrassment. They reason that ridicule never killed anyone, and that through ridicule, perfection can be attained.

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C. The English Teacher Abroad.

The problems confronting the teacher of English in a foreign country are very different from those which face the English teacher at home in his Americanization classes. It is not intended here to minimize the responsibilities and the labor which the various educational departments in the United States have to contend with in their teaching of English to immigrants. But in some respects such work might almost be considered a sinecure when compared to the duties devolving upon a teacher of English in a foreign country.

At home, the English teacher is surrounded by people of his own tongue in a community where English is the only language spoken, where English has absolute precedence, where one who does not know English is considered an outsider. Here the teacher can follow a standardized schedule of instruction for his class of immigrants. Here he can teach his own language to a group of docile persons, for the most part simple illiterates, perhaps, but eager and ambitious to become American citizens. While on the other hand, the teacher of English in a foreign land must see his language placed in a subordinate position. It must make way for the native tongue.

The Frenchman is an individualist first and foremost. He will never sacrifice himself or his opinion to that of a group. The typical French-Canadian regards with abhorrence his native countrymen who have emigrated to the States to become a part of the great American melting pot. Well does he know what the French in Louisiana have lost, in their unsuccessful at-

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tempt to retain their old customs and ways of living. To the French-Canadian, the Americans have a materialistic conception of life which he believes naturally tends to extend a welcome hand to mediocrity in all intellectual and cultural matters. He fears this conception will gain a foothold in French-Canada.

It is difficult to explain just why this individualistic trait is so strongly embedded in the French personality. The opinion of Dr. Edward Montpetit, General Secretary of the University of Montreal, however, is worth noting: "France and the French speaking people the world over were essentially 'bourgeois.' For this reason France did not show a marked trend toward big business. She was a nation of little trades. She made artistic things slowly. Constructive individualism was the rule."

The teacher of English in French-Canada is quite aware of the individualistic attitude of the French and he is not likely to forget it. It is here where the teacher of English in an immigrant class in the States has a colossal advantage over the teacher of English in a foreign country.

D. Importance of Teaching English from the French-Canadian Point of View.

Today in French-Canada there are two factions who are constantly expressing their views concerning the importance of teaching English. First, there is the group which believes that the French language is the best instrument of general culture that one could desire. They consider French the language of logical expression and thought. To their way of think-

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To them it is lamentable if French-Canada presents an English appearance. And to confess such a state is painful to people of their pride. They consider it a prejudice bordering on cowardice to see in English the sole commercial tongue of Canada. They feel that English is far from being a universal language, and that its limitations are fairly close, compared with the extent of the world. Besides, why should anyone expect that English will become immortal, when the magnificently logical Latin had to die? This class want their public men to cease their exhortations in trying to emphasize the importance of French-Canadians in learning English. And they do not consider it Anglophobia to say this. It is simply to point out that they are already apt in learning the language of the

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majority of Canadians at the expense of their own.

The second faction in the question of the importance of teaching English in French-Canada, though comprising a smaller group than the former, recently had a champion in the person of Chief Justice Sevigny of Quebec. The following remarks are taken from a recent speech he delivered:

"It is a crying injustice for our colleges to persist in not teaching English. We French-Canadians live here with our own French laws, our own language and our own religion, and we have built a barrier with them; but immigration, steam, electricity, automobiles, and the power of money have overcome that barrier, and conditions of life among us are the same as they are in Boston, New York, Toronto or Winnipeg. We cannot prevent ourselves from living under the same conditions as the great majority of the people of this continent. These conditions do not prevent us from loving and speaking our own tongue or from carrying on the traditions of our fathers; but they surround us in our present civilization, and are something which we must submit to whether we like it or not.

"The group which we form is not at present equipped to live on an equal basis with our neighbors to the south and our fellow-countrymen of the English language, and we have a right to that equal basis.

"I am not afraid to state that it is a crying injustice to persist in not teaching English in our colleges. Every schoolboy when he leaves school should know the language very well. I am not against the teaching of Greek and Latin,

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but I believe, and many others think the same, that it is of first importance that our children should be given a very excellent if not perfect knowledge of English.

"We are here to stay here. Yet, although we have to live in the midst of a hundred million people speaking English, we are persistently refused instruction in their language. It is an injustice, perhaps involuntary, to the whole race.

"My words will probably scandalize some people who cannot and will not see what is going on. I do not speak to them, but to those who wish us well, I say, before blaming me they should seek the truth for themselves.

"Critics will say that I wish to anglicize our people. What stupidity! Are we taught Greek because people want to make us Greek? Teach our children French, Latin, and Greek, but give them also sound instruction in English and they will use it for the glory and advancement of the French-Canadian people. We will then cease to deplore our inferiority to the majority on this continent."

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PART III. - To Teach or Not to Teach Grammar.

The knowledge of French grammar is so essential a part of a Frenchman's education that in his study of English, he is likely to over-emphasize the importance of grammar in acquiring the language. At least, such is the English point of view. But the average Frenchman demands a reason for every construction. For example, a French person who is learning English has much difficulty in understanding the difference between our verbs to do and to make because in French only one verb faire is used to express these terms. Such an explanation as the following would satisfy the French mind:

To do: faire, in the sense of to act. It indicates an
abstract action.

To make: faire, in the sense of to manufacture, to
perform manual work, to construct
something in a certain manner.

What does the baker do?

What does the baker make?

Both of the preceding sentences are translated in French by: Que fait le boulanger? But it is necessary to point out that the first one indicates only the role of the baker, while the second indicates his manual work. Furthermore, it would be well to explain that in French when the verb faire is followed by an infinitive, we never use do in English; but when faire takes the place of another verb, we may use do.

The Frenchman loves to give rules as justification

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would be well to explain that in French when the verb faire

is followed by an infinitive, we never use do in English; but

when faire takes the place of another verb, we say we do.

The Frenchman loves to give rules as justification

for whatever construction he may use. Since such is the case, it would be well here to speak of another construction which a Frenchman enjoys pondering over:

1. Make your friends come -- *Faites venir vos amis.*

The second verb in English is put in the infinitive without to if the sense is active, but in the past participle if the sense is passive; i. e.:

2. Have this letter written -- *Faites écrire cette lettre.*

In addition, in the first case, *faire* is translated by to make; while in the second, by to have or to get.

This rule always applies when, in French, two verbs, one following the other, are accompanied by a direct object.

See J. Chauliat -- *L'Anglais Pratique Pour Tous, L'Anglais Usuel*--Librairie Hachette, Paris, 1920; pp. 99, 105.

The above-mentioned distinctions between to make and to do are only a few examples of the type of explanations desired and welcomed by the French mind when in the act of learning English. And it is a standpoint which the English teacher in French-Canada cannot ignore, or shy away from, as the English teacher in Americanization classes can do. See "Report of Committee on Continuation Education for Adults (Especially for Illiterates and Immigrants) -- National Commission on the Enrichment of Adult Life;" Department of University Extension, State House, Boston, February 23, 1931, p. 5.

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Englishman may consider such explanations for a proper understanding of such terms, he must cast aside his English prejudice and think of the problem from the point of view of the French mentality. He must know his grammar thoroughly if he wants to inspire confidence in his pupils.

Perhaps the majority of English teachers feel that while a certain amount of grammar must be known in order to speak the language intelligently, still it is not necessary to emphasize grammatical rules too much. They believe that many constructions can be learned when embodied in sentences used in practical exercises in conversation and writing. No doubt this is true and the French student may agree to it, but he will also demand a technical explanation of each form.

In general, English grammars written for English pupils are very unsatisfactory in a French class. On this subject, Charlin's Anglo-French Course, Part III, makes these comments: "Let teachers once for all grasp the fact that the essentials of a language are necessarily discarded in grammars intended for natives, and reject all compilations that have anything in common with works of such a character.....If we wanted to teach a French boy that although we say I will soon go, we cannot say I will early go; or that he may ask Have you a book, he cannot answer Yes, I have a, but Yes, I have one; although we say I used to wear one, we should not think of finding a solution to the difficulty in a grammar

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intended for English schools, even if translated into French." (1)

On page 3 of the same book, Charlin also claims that "Grammar, in its usual acceptation, cannot be considered as a basis of the language, since by its very nature it excludes the most essential elements of the language. Moreover, it often misleads students through ignoring the standpoint of those who are unacquainted with the language, as the wording of a rule may often be sufficiently accurate to a native, and not at all so to a foreigner."

To those French pupils whose sole aim is to acquire a purely practical knowledge of English, a profound study of grammar is unnecessary of course, but casual references to grammatical principles may certainly be helpful. Such explanations must be given at the psychological moment, when their help is needed and felt. Especially do the French people realize this because in their own language they are so grammar conscious. There need be no hesitation, therefore, in stating that the English teacher in French-Canada must know his grammar.

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PART IV. - Grammatical Explanations.

The following grammatical explanations are free translations taken from the two publications of the Librairie Hachette, Paris:

L'Anglais Pratique Pour Tous--L'Anglais Usuel -- 1920.

L'Anglais Pratique Pour Tous--L'Anglais Commercial -- 1922.

They concern expressions which the French-Canadian considers very characteristic of the English tongue.

1. previous to their being carried...avant d'être partées.

In English the present participle is used as a verbal noun, and it can then be preceded by a possessive adjective.

2. should the bill not be drawn...si l'effet n'était pas tiré.

Notice this idiomatic term (should) to indicate a condition. It is equivalent to the French phrase beginning by si.

3. is to do....doit faire.

The verb devoir expressing a future idea can be translated in English by the verb be, followed by the infinitive.

4. unless he has taken out....à moins qu'il n'ait

The adjective is placed after the noun contracté.

The French subjunctive is often translated in English by the indicative.

5. a ship is forbidden to...on interdit à un navire de.

A neuter verb in the passive form.

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5. a ship is forbidden to... on interdit à un navire de.

Neuter verbs accompanied by their prepositions are considered as real active verbs, and take the passive form.

6. at the time of her leaving port....au moment où il
quitte le port...

The present participle is often used as a verbal noun. In such a case it is at the same time a noun and a verb, and as a noun it has a modifier, generally a possessive adjective, and as a verb it takes an object.

7. who chooses to employ him....qui veut bien l'employer...
Vouloir is translated in English by to please or to choose in the sense of plaire.

8. anything but satisfactory....rien moins que
satisfaisante.....

Notice the restrictive sense that the adverb but
often has.

9. or whose account.....pour le compte de qui.....

Whether whose is a relative pronoun or an interrogative pronoun, it always indicates possession and it can be immediately followed by the name of the thing possessed without the article.

10. the articles wanted....les articles désirés...

The adjective is placed after the noun because it is an attributive and not an epithet.

11. goods dealt in....dont on fait le commerce.....

Note particularly in the English language the use of a neuter verb in the passive form.

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Note particularly in the English language the use of a neuter verb in the passive form.

12. referring to and confirming our letter of the 9th....
 référant à notre lettre du 9 dernier que nous vous
 confirmons....

When in the same sentence, several active and neuter verbs have the same complement, it is not necessary in English to repeat this complement: it is sufficient to add to the neuter verbs the prepositions they require.

13. they have it repeated....ils le font répéter....

When the verb faire or any other verb is followed by an infinitive and a direct object, this object is placed between the two verbs. The second verb is in the infinitive without to if the sense is active, and the past participle if the sense is passive. In this case the verb faire is translated most often by to have.

14. is to be used....doit être employé.....

The verb to be followed by an infinitive corresponds to the French verb devoir, indicating an idea of the
 future.

15. without any.....sans aucune....

As without is negative, it cannot be followed by no
 or not.

16. what are you thinking of....à quoi pensez-vous....

Notice that the preposition is placed at the end of the sentence. Other examples: Where do you come from?
What is the book made of?

17. can.....pouvoir....

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in the third person singular, present tense; it may be followed by the infinitive without the sign to; it is conjugated without an auxiliary in the negative form as well as in the interrogative.

18. how long has he been ill.....combien y a-t-il qu'il
est malade....

Il y a indicating a period beginning at a fixed time, but which is not fully past, is translated by the past indefinite with the verb of the sentence.

19. I saw him two days ago...je l'ai vu il y a deux jours...

We translate il y a by the past tense with ago placed at the end of the sentence when the time is completely past.

20. It prevents you from falling down....Elle vous empêche
de tomber....

With the verb to prevent it is necessary to use the present participle preceded by from.

21. will you have some.....voulez-vous du.....

In English will is only an auxiliary. It cannot, therefore, take a direct object, and consequently it cannot be used alone, except in case of ellipsis. It is necessary to add a verb, as for example, to have, to take, to eat, to drink, etc., according to the sense.

Example: Je veux du pain --- I will take some bread.

22. before going to.....avant d'aller.....

All prepositions, with the exception of to, govern the present participle. Why? It is that after a preposi-

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tion, the French infinitive is a real substantive, but at the same time this substantive marks an action, and we have seen that the role of the present participle or the verbal noun is precisely to express this action.

Examples:

Before going to the theatre..avant l'action d'aller...

or, avant cette marche vers le théâtre.

After visiting London...après la visite de Londres.

23. do you like going to....aimez-vous à aller....

After certain verbs as to like, to avoid, to prefer, to be worth, to remember, to continue, to leave off, to stop, and to give up, the present participle is used instead of the infinitive.

Example: I like fishing.....J'aime à pêcher.

24. to get.....

The various meanings of to get can be translated by acquérir, obtenir, atteindre, as an active verb; and by devenir, reussir, aller, as a neuter verb. This is true in general.

25. I take off.....

Compound verbs. -- A very important and very interesting peculiarity of the English language is that in the compound verbs, of a verb and an adverbial-preposition, it is the adverbial-preposition which marks the action, the verb expressing only the manner in which the action operates.

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For the translation of an English compound verb, the

first thing to inquire for is the general sense of the adverbial-preposition. Thus off signifies separation. In compound verbs with this word, the idea of separation will be expressed by off, and the verb will only indicate the different ways of separating.

Example: I pull off my shoes -- J'enlève mes souliers.

26. to talk to each other.....de se parler.....

Reciprocal verbs. -- Do not confuse with the reflexive verb. In the reciprocal verb, the action is not reflected on the subject, but on another person. Rule: the reciprocal verb is conjugated in English by adding to the verb the expression each other (chaque autre) if it refers to two persons, and one another (l'un l'autre) if it refers to two or more than two. We can, therefore, always use one another. Example of a reflexive verb:

nous nous lavons (nous lavons nous-mêmes)... we wash ourselves.

Example of a reciprocal verb:

nous nous aimons (nous aimons l'un l'autre)... we love each other.

27. They must.....

They ought to.....

They should.....

These three defective verbs have only a single form, and translate only certain tenses of the French verb devoir. I must....je dois; I ought to or I should....

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je dois, je devais or je devrais. Must indicates a material obligation. Ought, should (nearly synonymous) a moral obligation. But in the majority of cases we can use must, because the moral obligation is often followed with a material sanction. Thus when we say I must obey my parents, it is evidently a moral obligation, but the refusal of obedience implies a punishment.

Notice that ought is the only defective verb that requires after it the infinitive with to.

The French verb devoir in the sense of être en dette is translated by to owe, a verb which is not defective. Must translates our verb Falloir which does not exist in English.

Example: I must work...il faut que je travaille.

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PART V. - Conversation

The French-Canadians place much importance upon the constant need of conversation with English persons in their attempt to become bilingual. A recent editorial in a Quebec paper, "L'Action Catholique" has this to say: "For English to become the language of communication during the English class, is a notable improvement. If English conversation can be organized during class or at recreation, that is magnificent. If the students are brought to understand more clearly the necessity for members of an elite to be bilingual, we shall applaud. But this desire to see the knowledge of English generalized among our elite does not rally us, however, to those who demand a complete upsetting of a programme for the benefit of instruction in English, and who often are lamentably ignorant of their mother tongue."

Here again we see evidence of the feeling so common in French-Canada that English must not replace French, notwithstanding that the Franco-Canadians are desirous of learning the speech of Anglo-Saxons.

PRACTICE is the word to be emphasized in a course in conversation. It is the most rapid means of learning a language with the least effort. Surprising results are obtained in this manner of teaching, which is also known as the direct method. The French-Canadian wants to learn by conversation. He is not afraid of making errors. The prejudice so

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strong in many English people, namely, the disgust in hearing a foreigner butcher the English tongue, is unknown to the French mind. They have more tolerance in the teaching of their language to another race, and they approach their study of English showing the effects of such tolerance. Undoubtedly such an attitude is a forceful influence on their part in acquiring English more rapidly than the people of the latter tongue learn French.

| | | | |
|-----------------------|-----------|----------------------|---------------|
| socially | decree | live (verb and adj.) | proceed |
| comparable | duplicate | leave | pleasant |
| advantage | detail | law | probably |
| advertisement | difficult | law | preferable |
| allow (verb) | desire | mountain | pleasure |
| blockade | examine | mind | responsible |
| board | Europe | most | regularly |
| boat | evil | notice | recommend |
| barrier | event | necessary | recognize |
| cover | error | only | student |
| citizens | foreign | even | studying |
| titles | rare | over | stenoographer |
| certificate | fire | opposite | water |
| classes | food | opportunities | separate |
| controversy | foot | | |
| class (verb) | food | | |
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PART VI. - Problems in Pronunciation.

A. List of Difficult Words to Pronounce.

The following list of words present particular difficulties in pronunciation to French-Canadians:

| | | | |
|-------------------------|-------------|-------------------------|--------------|
| ally | discover | government | patriotism |
| agent | delegate | guarantee | particularly |
| abroad | democracy | live (verb and adj.) | promise |
| annually | democratic | leave | pleasant |
| answerable | duplication | law | probably |
| advantage | develop | low | preferable |
| advertisement | difficult | mountain | pleasure |
| allow (low) | destined | mind | responsible |
| blockade | examine | mined | regularly |
| broad | Europe | notice | recommend |
| blood | evil | necessary | recognize |
| carrier | event | only | student |
| career | error | oven | studying |
| citizens | foreign | opposite | stenographer |
| cities | farm | opportunities | sober |
| certificate | firm | | separate |
| clauses | flood | | |
| contribute | foot | | |
| close (verb) | food | | |
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| annually | democratic | leave | pleasant |
| answerable | duplication | law | probably |
| advantage | develop | low | preferable |
| advertisement | difficult | | pleasure |
| allow (low) | destined | mountain | responsible |
| blockade | examine | mind | regularly |
| bread | Europe | mined | recommend |
| blood | evil | notice | recognize |
| carrier | event | necessary | student |
| career | error | only | studying |
| citizens | foreign | oven | steno-grapher |
| cities | firm | over | saber |
| certificates | firm | opposite | separate |
| classes | flood | opportunities | |
| contribute | foot | | |
| close (verb) | food | | |
| close (adv. or adj.) | | | |

| | | |
|---------|------------|--------|
| threat | use (noun) | wander |
| think | use (verb) | wonder |
| thing | | warm |
| thought | | worm |
| thrust | | worn |
| trust | | weary |
| | | wary |
| | | worry |
| | | weapon |

B. Pronunciation of Words with Silent Letters.

| | | | |
|--------------|-----------|-----------|--------|
| B | | U | |
| limb | calm | receipt | buy |
| dumb | | | build |
| tomb | I | O | guard |
| plumber | friend | leopard | |
| comb | cruiser | | W |
| lamb | fruit | T | wrap |
| debt | juice | listen | wreath |
| | | often | |
| D | N | castle | |
| handkerchief | column | Christmas | |
| | | mistletoe | |
| L | P | fasten | |
| half | raspberry | whistle | |
| calf | cupboard | chestnut | |
| almond | empty | | |
| palm | prompt | | |

| | | |
|--------|------------|---------|
| wander | use (noun) | thrust |
| wonder | use (verb) | think |
| wear | | thing |
| worn | | thought |
| worn | | thrust |
| worry | | twist |
| wary | | |
| worry | | |
| weapon | | |

B. Pronunciation of Words with Silent Letters.

| | | | |
|-------|-----------|-----------|--------------|
| U | | | B |
| buy | receipt | calm | limb |
| build | | | dumb |
| guard | O | I | bomb |
| | leopard | friend | plumber |
| W | | order | comb |
| wrap | T | fruit | lamp |
| wrest | listen | juice | best |
| | often | | |
| | castle | N | D |
| | Christmas | column | handkerchief |
| | mistake | | |
| | leafen | P | I |
| | whistle | raspberry | half |
| | chestnut | ouphoard | cell |
| | | empty | almond |
| | | prompt | pain |

The k sound of ch in the following words should also be pointed out:

| | | | |
|---------|-----------|---------|--------|
| stomach | patriarch | chemist | anchor |
| monarch | ache | choir | |

Show also the arbitrary pronunciation of ough in:

| | | | |
|--------|----------|----------|---------|
| plough | thorough | cough | thought |
| though | rough | hiccough | |

C. Vowel Sounds.

In addition it is well to keep in mind that any word beginning with a vowel is difficult for a French person to pronounce because of his tendency to place an h sound before the first letter of the word. The sound of th, of course, is also very hard for the French tongue to pronounce; and the short sound of the i in such words as live, sit, fit. Then, too, the various sounds of oo as in foot, flood, food.

Moreover, to live and to leave present outstanding pronunciation difficulties which only a teacher with experience can realize. And strange to say, the word Paris is another which the French speaking people have trouble in pronouncing in English. They seem to insist on placing an h sound at the end of the word so that it sounds like the word parish. The following pronunciations should also be carefully distinguished: fail, feel, fill, file.

D. Accentuation.

Accentuation also creates difficulties as in such words as: stenographer, certificate, idea, and many, many

The h sound of ch in the following words should also be pointed out:

| | | | |
|--|----------|-----------|---------|
| anchor | chemist | patrolman | element |
| | choir | ache | monarch |
| Show also the arbitrary pronunciation of <u>ch</u> in: | | | |
| thought | cougar | thorough | plough |
| | blissful | tough | though |

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fall, feel, fill, file.

D. Accentuation.

Accentuation also creates difficulties as in such words as: stenographer, certificate, idea, and many, many

others. The student should be advised to consult his dictionary when in doubt of the pronunciation of a word. And the teacher should never fail to try to use a clear enunciation at all times.

Dr. Vizetelly says that "Words remain the living medium of expression. To pronounce them correctly and pleasantly, we must be ever conscious of what we are saying, or we will hesitate, fumble, stumble, and perhaps fall by the wayside.....Clear, crisp articulation of words constitutes that charm in speech which fascinates and frequently holds us spellbound." (New York Times, August, 1933.)

1. We wish to call your attention to a new school.
2. You may learn foreign languages in this school.
3. I have decided to open a new school in the intention.....
4. I should let you know of this matter.
5. A school where I can say at easy conditions.
6. I wish to invest my money in a valuable course.
7. You are capable to furnish me some references.
8. You will be satisfied if our merchandise is every point
9. I shall go to the bank.
10. My store is a short walk at the station.
11. I write you in the intention to see a friend.
12. I am just on receipt of my goods.

It will be seen from these sentences that the prepositions in, at, to, on, and if cause most of the trouble.

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PART VII. - Prepositions.

A. Idomatic Uses.

The idomatic uses of English prepositions are a cause of serious trouble for French-speaking people. The following sentences were taken from compositions of French-Canadians.

Notice the misuses of the prepositions.

1. A thorough training on the commercial branches.
2. I have favored my customers of the best conditions.
3. I am surprised of your request.
4. I can take shorthand in an average of ninety words a minute.
5. We wish to call your attention on a new school.
6. You may learn foreign languages to this school.
7. I have decided to open a new school in the intention.....
8. I cannot let you proceed of this matter.
9. A house which I can buy at easy conditions.
10. I wish to invest my money on a valuable house.
11. You are capable to furnish me some references.
12. You will be satisfied of our merchandise at every point of view.
13. I shall go at the bank.
14. My store is a short walk at the station.
15. I write you in the intention to ask a favor.
16. I am just on receipt of my goods.

It will be seen from these sentences that the prepositions in, at, to, on, and of cause most of the trouble.

PART VII. - Prepositions.

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It will be seen from these sentences that the prepositions in, to, on, and of cause most of the trouble.

In expressions of locality, at, in, and on are often misused. See the book by Francis K. Ball, page 121, for a clear discussion of these three prepositions. In the same book, a very good list of examples is given to illustrate difficult prepositional idioms. It is material that should not be overlooked. Francis K. Ball -- Constructive English - Ginn & Co., Boston, 1923; pp. 114-119.

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Chauliat in his book: L'Anglais Pratique Pour Tous--L'Anglais Usuel, page 173, (ref. this Thesis p. 12) points out the use of different prepositions in English and in French after certain adjectives or past participles:

Proper English form

Form likely to be used by the French

acquainted with

acquainted of

covered with

covered of

sorry for

sorry with

anxious about

anxious of

intoxicated with

intoxicated of

grateful for

grateful of

filled with

filled of

satisfied with

satisfied of

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| <u>Proper English form</u> | <u>Form likely to be used by the French</u> |
|----------------------------|---|
| <u>acquainted with</u> | <u>acquainted of</u> |
| <u>covered with</u> | <u>covered of</u> |
| <u>sorry for</u> | <u>sorry with</u> |
| <u>anxious about</u> | <u>anxious of</u> |
| <u>intoxicated with</u> | <u>intoxicated of</u> |
| <u>grateful for</u> | <u>grateful of</u> |
| <u>filled with</u> | <u>filled of</u> |
| <u>satisfied with</u> | <u>satisfied of</u> |

PART VIII. - Common Errors.

A. Omission of s.

Without a doubt one of the most persistent errors committed by French people in learning English is the omission of the letter s in verbs expressing present time in the third person singular. This error constantly occurs in writing and in speech. It should be pointed out, however, that this rule does not apply to defective verbs such as may, can, must, and ought.

B. Errors in Order of Words.

Examples:

1. I like very much apples.
2. I was certainly glad to receive a such amount.
3. I want to invest money in a as safe as possible place.
4. Why this letter is sent to you?
5. We have always well served you.

C. Misuse of Words.

1. The store is situated at your entirely convenience.
2. Now I have make all what is possible to make for me.
3. I am doubtless that your reasons are valuable.
4. I want explain it.
5. I shall be glad to receive it in few days.
6. You ask me to grant you of another extension of
30 days.
7. I received a letter announcing me of your action.
8. I knew nothing about the changements of your policy.

PART VIII - Common Errors

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C. Misuse of Words

- 1. The store is situated at your entirely convenience.
- 2. Now I have make all what is possible to make for me.
- 3. I am doubtless that your reasons are valuable.
- 4. I want explain it.
- 5. I shall be glad to receive it in few days.
- 6. You ask me to grant you of another extension of 30 days.
- 7. I received a letter announcing me of your action.
- 8. I knew nothing about the change of your policy.

9. I address me to you.
10. I hope your choice will also be the mine.
11. My uncle bequested me some money.
12. I hope to read you soon.
13. I am very sorry to lost a so good man.

D. Words often Confused.

| | |
|---------------------------|--------------------|
| assist, attend to | shadow, shade |
| accuse, acknowledge | happen, arrive |
| action, share | lecture, reading |
| commission, errand | lose, loose, loss |
| fabric, factory | rise, raise |
| advertise, warn | vacancy, vacation |
| present, introduce | wife, woman |
| load, charge | let, hire |
| few, a few | library, librarian |
| land, earth, ground, soil | win, earn, gain |
| actual, real | journey, voyage |
| lecture, conference | policy, police |
| ownership, shipowner | |

E. Spelling.

The following words are commonly misspelled:

| | | |
|-------------|-------------|----------------|
| absolutely | development | past -- passed |
| accommodate | disappear | personal |
| accumulate | disappoint | planning |
| address | dividend | professor |
| apartment | embarrass | quite -- quiet |
| appearance | existence | reasonable |

- 9. I address me to you.
- 10. I hope your choice will also be the mine.
- 11. My uncle peddled me some money.
- 12. I hope to read you soon.
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D. Words often Confused.

| | |
|---------------------------|--------------------|
| assist, attend to | shadow, shade |
| accuse, acknowledge | happen, arrive |
| action, share | lecture, reading |
| commission, errand | lose, loose, loss |
| fabric, factory | rise, raise |
| advertise, warn | vacancy, vacation |
| present, introduce | wife, woman |
| load, charge | let, hire |
| few, a few | library, librarian |
| land, earth, ground, soil | win, earn, gain |
| actual, real | journey, voyage |
| lecture, conference | policy, police |
| ownership, empower | |

E. Spelling.

The following words are commonly misspelled:

| | | |
|-------------|-------------|----------------|
| absolutely | development | past -- passed |
| accommodate | disappear | personal |
| accumulate | disappoint | planning |
| address | dividend | professor |
| apartment | embarrass | quite -- quiet |
| appearance | existence | reasonable |

| | | |
|----------------|---------------|----------------|
| beginning | exaggeration | recommendation |
| character | financial | referred |
| circumstances | government | remarkable |
| country | grammar | responsible |
| comfortable | immediately | separate |
| company | independence | speech |
| competitor | literature | stationery |
| confidence | loose -- lose | stationary |
| conscientious | meant | thorough |
| correspondence | mentioned | weather |
| correspondent | negotiable | whether |
| death -- depth | occurred | where -- were |

F. Ago -- Il y a.

The students are likely to write such a sentence as:

There is five years ago I saw you

instead of

I saw you five years ago.

G. Present Perfect Tense.

The students constantly make such errors as the following:

1. Our new store has just opened last week.
2. Yesterday I have received your letter.

Such errors are due to the confusion in the use of the perfect tense and the past tense. It is necessary to point out that the past tense is used for all actions definitely referring to past time, while the present perfect tense is used to indicate past action continued to the present. In other

| | | |
|----------------|--------------|----------------|
| recommendation | exaggeration | beginning |
| referred | financial | character |
| remarkable | government | circumstances |
| republican | grammar | country |
| separate | immediately | comfortable |
| speech | independence | company |
| stationery | literature | competitor |
| stationary | loss -- lose | confidence |
| through | mean | conscientious |
| weather | mentioned | correspondence |
| whether | negotiable | correspondent |
| where -- were | occurred | depth -- depth |

E. ago -- if y a.

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words, the French perfect tense cannot always be used for the English present perfect tense because the former often refers to indefinite past time.

H. For -- To.

It is necessary to point out that in answer to a question such as the following, What is a fork used for? the answer must be, A fork is used to eat, not for eat. This is a very common error.

I. Humorous Errors:

As dictated:

an ocean

I am wondering

industry

individual

another blank

indicate

demand

a year ago

the demand of wine

source

seldom

coming

he caught cold

rocking chair

business is picking up quickly

lay days

As written:

a notion

I am one drink

in the street

in the vitual

an order blank

in the cat

the man

he here ago

the man of a wing

so us

sell them

come in

he cut coal

roasting chair

business is sticking up
quickly

ladies

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so us

selon

sell them

coming

come in

he caught cold

he cut coal

rocking chair

rocking chair

business is picking up quickly

business is picking up

quickly

lay guys

ladies

As dictated:

baseball pants

columns of fire

As written:

bat ball pans

Columbus fire

English must be considered a Teutonic tongue, separate and distinct from the Romance languages. Merely because there are many words in English which are derived from the French, it does not alter the very great difference in their basic structures. It is interesting, however, for the student of English to trace the history of these two languages and the relationship of the one to the other through many centuries, and to realize that the influence of either is still felt upon the other, particularly in Canada. Whereas, however, historians generally emphasize the influence of French on English, not much consideration has been given to the influence of English on French. But the resident of French-Canada recognizes this situation very readily because of the bilingual status of the Dominion.

English is, of course, spoken by the majority of Canadians. Naturally such a condition seriously affects the standing of French, notwithstanding the large population of French-Canadians in the extensive province of Quebec and their insistence upon cultivating their own tongue in preference to another. Will the time ever come here when the language used by the greater number of the people will completely supplant and displace that of the minority? History shows that the conquering nation imposed its language upon the conquered. Will

As written:
but ball game
Columbus time

As dictated:
baseball game
columns of time

PART IX. - Summary.

It is true that for a long time in the past, English has been closely allied to French, but in spite of this, English must be considered a Teutonic tongue, separate and distinct from the Romance languages. Merely because there are many words in English which are derived from the French, it does not alter the very great difference in their basic structures. It is interesting, however, for the student of English to trace the history of these two languages and the relationship of the one to the other through many centuries, and to realize that the influence of either is still felt upon the other, particularly in Canada. Whereas, however, historians generally emphasize the influence of French on English, not much consideration has been given to the influence of English on French. But the resident of French-Canada recognizes this situation very keenly because of the bilingual status of the Dominion.

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the situation in Canada prove to be an exception? Is it not natural for a people to rebel against being forced to acquire the tongue of a victorious race? The French-Canadian is not averse to learning English, but he does not wish to acquire the language by ceasing to cultivate his own tongue. He will never relinquish his allegiance to his own speech.

The question of teaching English in French-Canada by means of grammar is of great interest. The Franco-Canadian stresses the necessity of using much practical conversation in his attempt to learn English, but he never fails to bring up the question of grammatical construction in his study of English. Undoubtedly he approaches the language in this way because of the important place grammar occupies in his maternal French.

So the teacher of English in Quebec must be prepared to explain many constructions which he would never be called upon to do in a school where he teaches his language to his own people. If a person wants to know how little he really knows of his own speech, let him try to teach it in French-Canada. He will have an entirely different understanding of the tongue of his ancestors. Among many of the surprises which await him will be the discovery of how illogical English is. But the teaching of English in a foreign land will also teach him to love and respect his language more than he could ever possibly have done without such an experience, while at the same time it will teach him to exercise tolerance toward those of another race.

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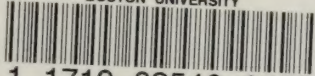
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In addition to the above-mentioned books, the writer has made use of clippings from the "Quebec-Chronicle Telegraph," the local Quebec newspaper, for a period of four years beginning in the fall of 1930, in the preparation of Parts II and III of the Thesis.

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